

PRESENT LEVEL OF PERFORMANCE

Q. What information do you include in the present level of performance?

A. In general the present level of performance will address current information obtained from various sources. These sources should include the general education teacher, parents and other IEP team members, as well as, information from the evaluation/reevaluation reports, if the information is relevant and appropriate for making decisions about current functioning and needs.

The chart below addresses the five compliance requirements for the present level of performance and best practice suggestions for implementation of those required components.

<u>Compliance</u> requires a statement of the child's present level of educational performance that:	<u>Best practice</u> suggests that the present level of performance should:
<ul style="list-style-type: none"> Is consistent with evaluation/reevaluation results in the evaluation report. 	<ul style="list-style-type: none"> NOT be a reiteration of everything in the most current evaluation/reevaluation. <p>NOTE: Consider using tests and assessments that are criterion-referenced or curriculum based during the evaluation process. These instruments and procedures are particularly useful as they contain information relevant in determining present level of functioning and for planning relevant instruction because the student is measured against his or her own performance rather than against norms established by other children's performance. These tests also are related to what is happening in the day-to-day curriculum and in day-to-day classroom assessment. Criterion-referenced and curriculum based tests and assessments generally follow the development of skills along a continuum of objectives, within the district's curriculum.</p>
<ul style="list-style-type: none"> Reflects changes in current functioning of the child since the initial/prior IEP. 	<ul style="list-style-type: none"> Draw information from teacher validated classroom observations of daily work (assignments, projects, journals, etc).

	<ul style="list-style-type: none"> • Provide a clear foundation for the development of measurable goals, objectives and benchmarks. • Use curriculum baseline data to provide information about the current functioning of the child in quantitative terms.
<ul style="list-style-type: none"> • Addresses how the child's disability affects her/his involvement and progress in the general education curriculum. (For pre-school children, how the disability affects the child's participation in age-appropriate activities.) 	<ul style="list-style-type: none"> • Lead to annual goals that are developed based on the IEP team's priorities for the child. <p>NOTE: All concerns discussed in the PLEP do NOT have to be addressed with annual goals, objectives or benchmarks.</p>
<ul style="list-style-type: none"> • Considers, as appropriate, the results of the child's performance on any state and district-wide assessments. 	<ul style="list-style-type: none"> • Discuss state and district-wide assessment results in relation to grade level peers and/or specific skills. Do not list scores (or scores as percentiles) but integrate the discussion of state and district-wide assessment results into the PLEP as strengths or concerns addressed by subject areas. • Include a short simple statement as to how the concern is being addressed through general education if the concern is not related to the disability. <p>NOTE: Some examples include an explanation of Title I services, differentiated instruction in the general education classroom, remedial reading, after school tutoring, building level support team (CARE team), etc.</p>
<ul style="list-style-type: none"> • Addresses the strengths of the child and the concerns of the parent for enhancing the education of their child. 	<ul style="list-style-type: none"> • Include information from parents and others who have daily interaction with the child. • Write in language that is clearly understood by parents and reflects the parents' concerns about their child's educational program.